Arizona State Board for Charter Schools

Application for New Charter
2013 - 2014 School Year

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Application Overview

Introduction

Charter schools were established to provide a learning environment that will improve pupil achievement and provide additional academic choices for parents and pupils (A.R.S. §15-181).

Following the procedures set forth in Arizona Administrative Code ("Rule"), the Arizona State Board for Charter Schools ("Board") approves an application for each cycle or school year. The 2013-2014 application was approved on March 12, 2012.

The final deadline for submission of the application package is **June 29, 2012 at 11:59 p.m.** There are no extensions or exceptions to the deadline.

Complete application packages will be submitted in electronic form only. Electronic submission of new charter application packages will be submitted online through a web-based application wizard on the ASBCS Online database located at http://online.asbcs.az.gov.

A copy of the Rules relating to the Board's application process is on file with the Arizona Secretary of State and can be accessed through http://www.azsos.gov/public_services/Title_07/7-05.htm.

Application Process

- Instructions and Evaluation **-** The specific instructions and evaluation criteria for each component of the application are included and detailed within the section listed in the Table of Contents. In addition to being scored for content, the application package will also be evaluated for readability. Special instructions for the completion of the Attachments are provided within each attachment.

  Prospective Applicant Online Technical Assistance is available on the Board's website at http://asbcs.az.gov under Applicant Resources.

- Submission – Application packages submitted online through a web-based application wizard on the ASBCS Online database will be accepted until the deadline of **Friday, June 29, 2012 at 11:59 p.m.** For details, refer to the **Submission Instructions** on page 8.

- Administrative Completeness – Board staff confirms whether the application package contains all components required by statute, rule, and application instructions. An administratively complete application package must:

  - ✓ Contain complete information for each application component, including:
    - Cover Page
    - Title Page
    - Target Population,
  - ✓ Contain all narrative sections, required exhibits and attachments,
  - ✓ Include background documents for all Authorized Representatives and Principals,
  - ✓ Follow formatting requirements described on page 9,
  - ✓ Adhere to the page limitation, if identified, in each section.

  Failure to meet the criteria above will result in the application package being deemed Administratively Incomplete. The application will be evaluated based on the information that is included in the application when it is submitted. Changes to the applicant will not be accepted after the application is submitted. Applicants will receive written notification of the deficiencies

not more than 25 business days after the submission of the application package, and the applicant's file will be closed as per Arizona Administrative Code R7-5-202.C.2.

The applicant, upon receiving notice of an incomplete application package, may submit a new application package, as long as the deadline has not passed.

- Substantive Completeness – Upon determination that an application package is administratively complete, the Technical Review Panel will score the application package using the evaluation criteria. The applicant will make themselves available for an in-person interview to demonstrate that they are sufficiently qualified to operate a charter school. Staff will complete the Background, Fingerprint, and Credit Check as part of the substantive review.

  A substantively complete application package meets the following scoring requirements:

  - ✓ No evaluation area receives a Falls Below the Expectation; and
  - ✓ No more than one evaluation area in each section is scored as Approaching; and
  - ✓ 95% of all evaluation areas score at the Meets level; and
  - ✓ All necessary information provided for completing a Background, Fingerprint, and Credit Check report; and
  - ✓ An interview with the applicant demonstrates sufficient qualifications to operate a charter school.

- Board Consideration

  - Consideration of a Substantively Complete Preliminary Application Package – A substantively complete application package is eligible to be forwarded to the Board for consideration. In addition to a copy of the application package, Board members will also be provided with: the scoring rubric completed by the Technical Review Panel based on its review of the application package; the results of the in-person interview of the applicant; information regarding the results of the applicant's background, fingerprint, and credit checks; and an application package overview prepared by Board staff.

    Applicants will be notified of the date of the Board's consideration and how to access the information provided to the Board. Principals should be in attendance to answer questions from the Board. No new documents from the applicant may be added to the application package or distributed to the Board at the Board meeting.

    The Board bases its determination to accept or reject the application package and grant or deny the charter based on (1) the quality of the application package and (2) a sufficiently qualified applicant.

  - Consideration of a Substantively Complete Revised Application Package – Each applicant whose application package fails to meet the scoring requirements will receive written notification of the deficiencies including a copy of the scoring rubric completed by the Technical Review Panel, based on its review of the application, and on the results of the in-person interview of the applicant. If the applicant chooses to continue in the application process, the applicant may use the information provided in the scoring rubric as technical assistance to improve the application package and resubmit within 20 days for review by Board staff.

    Revisions to the application package may not include revisions to the applicant. The Background Information Sheet and the Affidavit, Disclosure, and Consent for Background

and Credit Check should not be included unless the applicant is specifically requested to provide new documents.

A substantively complete revised application package is eligible to be forwarded to the Board for consideration in the same manner described above. Board members will also be provided with the scoring rubric completed by the Technical Review Panel, based on its review of the revised application package, and on the results of the in-person interview with the applicant team, information regarding the results of the applicant's background, fingerprint, and credit check, and an application package overview prepared by Board staff.

Terms to Know

- **Authorized Representative:** an individual with the power to bind a charter holder contractually according to the charter holder's Articles of Incorporation, operating agreement, or by-laws. This individual will be the primary point-of-contact for communications regarding the application. (First found in Application Overview.)

- **Board**: The Arizona State Board for Charter Schools, a.k.a. ASBCS. (First found on Cover.)

- **Charter Contract**: A legally binding agreement between the Arizona State Board for Charter Schools and an approved applicant. A sample may be viewed at http://asbcs.az.gov/applicant_resources/new_charter_application.asp. (First found in Section A.5.)

- **Curriculum Sample**: A written description of a sequence of instruction, student activities, and assessment (including a copy of the summative assessment and answer key or scoring rubric, whichever applicable), and a description of the necessary materials/resources, which will provide the opportunity for a student starting at a specified level of knowledge and skill to demonstrate mastery of the required Standard (see Required Standard). (First found in Section A.6.)

- **Day**: A business day. (First found in Application Overview.)

- **Fingerprint Clearance Card (FCC):** A card issued by the Arizona Department of Public Safety and valid at the time of submission.

  For a Principal or Authorized Representative with a valid FCC expiring during the regular term of the review process (before the regular Board meeting of January 2013), a copy of the FCC renewal application must be submitted by email to charterschoolboard@asbcs.az.gov, with the applicant name indicated, prior to expiration of the card. (First found in Application Overview.)

- **Governing Body**: Responsible for the policy decisions of the school, as described in ARS § 15-183.E.8. (First found in Title Page.)

- **Layout of Space**: A floor plan of the facility(ies) that demonstrates an appropriate facility for implementation of the Program of Instruction. (First found in Section C.1.)

- **Legal Document Establishing Entity:** Must be a filing with the Arizona Corporation Commission unless otherwise described, establishing that the entity applying for the charter has authority to do business in Arizona. If this document refers to an organization domiciled outside Arizona, the application must also include documents on file with the domicile state, as amended. (First found in Section B.1.)

- **Level of Adequate Academic Performance:** The Board's adopted minimum standard of student proficiency results, which is currently set such that:

  - A school that serves students **no higher than grade two** must exceed the state average scale score on the Arizona Department of Education's norm-referenced test administered to second grade students.

  - A school that serves any students between **grades three and eight** must meet or exceed the state average percent proficient in reading and in math on the state assessment and have a student growth percentile of no less than minus one standard deviation from the state median growth percentile in reading and in math.

  - A school that serves any students from **grades ten to twelve** must meet or exceed the state average percent proficient in reading and in math on the state assessment and have a

student growth percentile of no less than minus one standard deviation from the state median growth percentile in reading and in math.

(First found in Section A.5.)

- **Mastery Level:** The score a student must achieve on an assessment to demonstrate mastery of the required Standard. (First found in Section A.6.)

- **Principal**: Any officer, director, partner, or member of the corporate board of the organization applying for a charter at the time of submission of the application package. (First found in Application Overview.)

- **Required Standard:** The specific 2010 Arizona English Language Arts (ELA) Standard, 2010 Arizona Mathematics Standard, or Arizona Science Standard identified in the application to be used in the curriculum sample for a given grade level and content area. (First found in Section A.6.)

- **School Calendar:** A school may choose between three types of school calendar, as set by statute. Instruction must begin on or after July 1 and end no later than June 30.

    - **Standard:** A standard calendar, as described by A.R.S. § 15-341.01, consists of a traditional school calendar of one session per day meeting 4-5 days per week, or

    - **Alternative:** An alternative calendar, as described by A.R.S. § 15-797.D-E, generally only used for at-risk high school settings, with multiple sessions available on a given day, and/or a structured makeup day, or

    - **Extended:** An extended calendar, as described by A.R.S. § 15-902.04, provides two hundred days of instruction, with the annual instructional hours increased by 10%.

    (First found in Target Population Page.)

- **Section:** A numbered subdivision of the application (e.g., A.3.2, C.4), and the curriculum samples for each grade level (e.g. A.6.K, A.6.12). (First found in Application Overview.)

- **State Equalization**: The per-pupil funding provided by the State. (First found in Section C.2.)

- **Sufficiently Qualified:** The Board's determination that an applicant's or charter holder's experience, qualifications, current and prior charter compliance, and creditworthiness indicate an ability to implement a charter or operate a charter school. (First found in Application Overview.)

- **Technical Assistance**: General or specific assistance from Board staff, either written or in person. Includes Online Technical Assistance (OTA) and announced workshops prior to the application deadline where an applicant could receive technical assistance for completion of the charter application. (First found in Application Overview.)

- **Technical Review Panel:** Individuals appointed by the Executive Director of the Board who use their expertise in charter school development, curriculum, and finance to assist in the evaluation of a preliminary or revised application package. (First found in Application Overview.)

Submission Instructions

All new charter applications must be submitted using the ASBCS Online system or completed according to the requirements of the Alternative Submission Process.

Creating a New Charter Applicant Account

An Authorized Representative of the Applicant Organization must create a login on the system.

From the website of the ASBCS (http://asbcs.az.gov), click **ASBCS Online**. From here you can **Login** or **Register**. If the Authorized Representative already has an account with the ASBCS Online system, he or she must use it to create the new application. If the Authorized Representative does not have an account, click **Register**.

Enter the First Name, Last Name, Date of Birth, and Last 4 Digits of SSN for the Authorized Representative, then click **Register**. If this information has not already been entered in the system, it will open a new window called **Create a New Charter Applicant Account**. Fill out the fields as specified on the webpage.

- **Email Address**: The email address provided in this section will be used by Board staff for all written notification and official communication with the applicant. The Board and staff may only communicate with those designated as Authorized Representatives in this application.

- **Applicant Name**: This is the name of the organization applying for the charter. This may be a public body, private person or private organization. Only use an individual's name if that individual is applying as a Sole Proprietorship.

- **School Name**: This is the proposed name for the new school.

The **Username** for the account will be the email address of the Authorized Representative.

Once you click **Complete Registration**, the ASBCS Online system will send an email with a **verification code and link** to the email address provided by the Authorized Representative. Open the email and click the link, or copy and paste the link into a browser window. This will take you to the ASBCS Online Login screen. This will also generate a second email, which contains a **temporary password**.

Return to the Login screen and enter your User ID, which is the Authorized Representative email address, and the temporary password. The system will immediately ask you to **Change Password**. Enter the temporary password in **Current Password**, and choose a **New Password**, which you will enter twice.

Creating an Application

Upon login to the ASBCS Online system, the home page is called the **Dashboard**. Under the heading **Create Application**, click **Create Application**.

Inputting Data into the Application Wizard

The Application Wizard on the ASBCS Online system has 6 parts (Cover Page, Title Page, Target Population, A: Education Plan, B: Organization Plan, C: Business Plan), which may be completed in any order. The instructions below are given in the order they appear in the Table of Contents.

Cover Page

- The Applicant Agreement Information <u>must</u> be signed by a designated Authorized Representative of the applicant organization. Use the password of the account which created

the application to sign the form. If the name connected with the password used for the signature is not an Authorized Representative, the application package will be deemed Administratively Incomplete.

Title Page

Uploading and Saving Files

The Title Page and parts A (Education Plan), B (Organization Plan), and C (Business Plan) require the attachment of files generated outside the application wizard. Before uploading and saving a document, ensure that the file meets all evaluation criteria, is thoroughly proofread, and contains accurate information.

• *In sections allowing only a single document*: Click on **Browse**. A window will open allowing you to select the file on your computer. Click on the file and click **Open**. Once the file path and name appears in the box, click **Save and Continue**. The file name will be changed to reflect the section title. Once saved, click **View uploaded file** to ensure that the correct file was uploaded. To revise the file before submitting, upload and save again – the previous version will be automatically removed.

• *In sections allowing multiple document uploads*: Many sections require multiple documents to be uploaded. In these sections, for each document, click **Add a New Attachment.** Click on **Browse**. A window will open allowing you to select the file on your computer. Click on the file and click **Open**. Write a **Brief Description** of the file in the box (e.g.: 4th Grade Reading, Bylaws). Once the file path and name appears in the box, click **Add Attachment**. Click **Save and Continue**, at which point the file name will be modified, with a prefix at the beginning and a number at the end. Once saved, click **View/download file** to ensure that the correct file was uploaded. To revise a document before submitting, click **remove** to delete the old one before uploading the new one.

Note: Once you click **Open**, the file will be saved to your browser, NOT to the ASBCS Online system. You must click **Save and Continue** to transfer the file to the ASBCS Online system. Files uploaded but not saved may Timeout, and will need to be uploaded again.

Formatting Requirements

All documents uploaded to the ASBCS Online System must follow the following formatting requirements:

• The ASBCS Online System uploads only files of the following file types: .doc, .docx, .xls, .xlsx, .pdf.

• Each document must have a **Footer** including the document title, the name of the applicant, the page number, and the total number of pages in the document. For example:

A.1 Educational Philosophy   *Charter Prep, Inc.*   *Page 2 of 4*

• Fonts must be no less than **11 point**.

• The application calls for many official documents to be scanned and uploaded. Scanned documents must be no less than 100% of the original size, except for building floor plans or maps.

Once files have been uploaded and saved, view each one to confirm it is the document and version you wish to submit. Once the application package is submitted, individual documents may not be substituted. If you discover an error after submission and before the deadline, you may withdraw

the old application and start a new application. No documents may be added to an application package after the deadline.

Incompletely or incorrectly submitted application packages will be deemed Administratively Incomplete.

Title Page Data Fields: Many of the fields on this page may be pre-populated by information entered during the registration process.

- **Applicant Name**: This is the name of the organization applying for the charter. This may be a public body, private person or private organization. Only use an individual's name if that individual is applying as a Sole Proprietorship.

- **Charter School Name**: This is the proposed name for the new school.

- **Authorized Representative:** an individual with the power to bind a charter holder contractually according to the charter holder's Articles of Incorporation, operating agreement, or by-laws. This individual will be the primary point-of-contact for communications regarding the application.

  Click '**Add Authorized Representative**,' and a dialog box will come up asking for the **last four digits of the SSN**, and **Date of Birth**. Once entered, the dialog box will expand, with fields to enter the Authorized Representative's **First Name, Last Name**, and **Email Address**. The email address provided in this section will be used by Board staff for all written notification and official communication with the applicant. The Board and staff may only communicate with those designated as Authorized Representatives in this application.

  For each Authorized Representative, upload **legible scanned copies** of the following documents. If you believe this information is already on file with the ASBCS, email the Board office, and upload the confirmation email into these fields:

  - **Fingerprint Clearance Card:** A valid Fingerprint Clearance Card, issued by the Arizona Department of Public Safety, is required for all Authorized Representatives.

  - **Affidavit:** The attached Affidavit, Disclosure, and Consent for Background and Credit Check for must be completely and accurately filled out, signed, and notarized.

  - **Background Information Sheet**: The attached Background Information Sheet Attachment must be completely and accurately filled out.

  - **Resume**: A current resume (2 page maximum) is required.

  - **Verification of Coursework/Degree**: If a postsecondary degree is noted on the Background Information Sheet and Resume, the applicant must provide scanned copies of official transcripts from the granting institution, or an official, watermarked, report from the National Student Clearinghouse® (http://www.studentclearinghouse.org). These documents must be uploaded with the application package.

  Once information for at least one Authorized Representative has been entered, click **Save and Continue** at the bottom of the page.

- **Authorized Representative Mailing Address:** This address will be used for all official mail from the Board.

- **County:** The name of the Arizona county in which the proposed school will be located.

- **Day Time Phone:** Provide a number at which Board staff may reach an Authorized Representative during business hours.

- **Fax:** Optional.

- **Form of Organization:** List the type of organization applying for the charter, which must be consistent with the Applicant Organization documents submitted in the Organization Plan (e.g., Nonprofit Corporation, For-Profit Corporation, Partnership, Sole Proprietorship, Government Entity, Tribal Entity).

- **Educational Service Provider (ESP):** All applicants are asked to declare whether they intend to contract with an educational service provider (ESP). The term "educational service provider" refers to any number of organizations that contract with the entity to provide comprehensive services. The major types of ESPs that serve charter schools are education management organizations (EMOs), charter management organizations (CMOs), and comprehensive school design providers.

- **Principal Background Information**: For each principal (officer, member, director, partner) of the applicant organization, you must provide the following background documents. The list of principals in this section must be consistent with the amended Articles of Incorporation, Articles of Organization, or most recent annual report filing with the Arizona Corporation Commission submitted in the Organization Plan. If you believe this information is already on file with the ASBCS, email the Board office, and upload the confirmation email into these fields

  - o **Fingerprint Clearance Card:** A valid Fingerprint Clearance Card, issued by the Arizona Department of Public Safety, is required for each principal (officer, member, director, partner) of the applicant organization.

  - o **Affidavit:** The attached Affidavit, Disclosure, and Consent for Background and Credit Check for must be completely and accurately filled out, signed, and notarized.

  - o **Background Information Sheet**: The attached Background Information Sheet Attachment must be completely and accurately filled out.

  - o **Resume**: A current resume (2 page maximum) is required.

  - o **Verification of Coursework/Degree**: If a postsecondary degree is noted on the Background Information Sheet and Resume, the applicant must provide scanned copies of official transcripts from the granting institution, or an official, watermarked, report from the National Student Clearinghouse® (http://www.studentclearinghouse.org). These documents must be uploaded with the application package.

- **School Governing Body:** Identify the type and name of members of the proposed School Governing Body as per ARS§15-185.C.8. If you do not know the names of your governing body members, use the name field to indicate the number of each type of member.

Target Population Page

- **Mission Statement:** Provide a statement describing the mission of the proposed school.

- **Grades Served:** Check the box of all grades to be taught.

- **Enrollment Cap**: The number of students to be served by the proposed school, consistent with the personnel, budget, and facilities documentation provided in the Business Plan.

- **School Calendar**: Schools may have Standard, Alternative, or Extended School Year calendars. Ensure that this selection is supported in Section A.4.

- **Instructional Days**: The number of days of instruction proposed in Section A.4.

- **Target Start Date:** The proposed first day of school.

- **Number of Sites Operating in Year 1:** Maintain consistency with the Business Plan.

Alternative Submission Process

As an alternative to an application submission using the ASBCS Online system, an applicant may notify the Board of its intent to submit an application using the Alternative Submission Process by submitting a signed, notarized *Waiver of Online Submission of Application for New Charter* (Waiver) to the ASBCS office. The Waiver must be **received no later than close of business on May 4, 2012**. The Waiver must be delivered by hand delivery, FedEx or UPS to the ASBCS office at 1616 W. Adams St., Suite 170, Phoenix, AZ, 85007.

Within ten (10) days of the Board's receipt of the Waiver, ASBCS staff will send an Acknowledgement of Timely Receipt email, including Alternative Submission forms, to the email address of the applicant provided on the Waiver. If Board staff notifies the applicant that the Waiver was not received by the Waiver deadline, the applicant may submit an application using the ASBCS Online system.

An applicant who submits a timely Waiver waives the right to have the Board consider any application package submitted online for the current application cycle (2013-2014). No application package will be accepted through the Alternative Submission Process unless a Waiver has been received by the Waiver deadline and acknowledged as timely by Board staff.

The Alternative Submission Process also requires the applicant to submit a complete application package, saved on a flash drive, to the ASBCS office. **This submission must be received no later than close of business on June 15, 2012.** The flash drive must be delivered in a protected package (e.g., bubble wrapped) by hand delivery, FedEx or UPS to the ASBCS office at 1616 W. Adams St., Suite 170, Phoenix, AZ, 85007. Any application package not received by the Alternative Submission deadline will not be accepted and processed.

A complete application package submitted through Alternative Submission must:

- Include all required narrative sections, exhibits, and attachments, with clearly labeled file names.
- Include completed Alternative Submission forms,
- Follow the formatting requirements specified below,
- Include a copy of the Acknowledgement of Timely Receipt email from ASBCS staff, and
- Be received on a clearly labeled flash drive by the ASBCS office no later than close of business, Friday, June 15, 2012.

Formatting Requirements for Alternative Submission

All documents submitted through the Alternative Submission Process will be uploaded to the ASBCS Online System by Board staff and must follow the following formatting requirements:

- Include only files of the following file types: .doc, .docx, .xls, .xlsx, .pdf.

- Files must be saved using the section number and name/exhibit name as the filename (e.g., *C.3 Personnel; A.6 3rd Grade Reading; B.1 Bylaws*).

- Each document must have a **Footer** including the document title, the name of the applicant, the page number, and the total number of pages in the document. For example:

  A.1 Educational Philosophy   *Charter Prep, Inc.*   *Page 2 of 4*

- Fonts must be no less than **11 point**.

- The application calls for many official documents to be scanned and uploaded. Scanned documents must be no less than 100% of the original size, except for building floor plans or maps.

- The flash drive used for submission must be clearly labeled with the applicant name, both physically (applicant name written on or attached to the outside of the flash drive) and electronically (rename the flash drive with the name of the applicant using the computer operating system).

Application packages received **no later than close of business, Friday, June 15, 2012** will be reviewed for Administrative Completeness as described on page 3.

A. Education Plan

The Education Plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience with respect to educational climate, structure, assessment, and outcomes.

Sections:

A.1   Educational Philosophy

A.2   Target Population

A.3   Program of Instruction

       A.3.1   Mastery and Promotion*

       A.3.2   Course Offerings and Graduation Requirements*

A.4   School Calendar and Weekly Schedule

A.5   Performance Management Plan

A.6   Curriculum Samples

* Denotes a section required of only certain applicants.

Education Plan
A.1 Educational Philosophy

Applicant Instructions

State the school's educational philosophy and present an overview of the alignment with the program of instruction and any related research or experience that indicates why you have chosen to use this approach with your target population.

Evaluation Criteria

A response that meets the standard will:

a) Provide a detailed description of the school's philosophical approach to improving pupil achievement in the target population.

b) Incorporate the principles or concepts fundamental to the school's proposed program of instruction.

c) Present a rationale for the selected approach for the target population, including research and/or experience.

Education Plan
A.2 Target Population

Applicant Instructions

Describe the anticipated student population and explain how the proposed program of instruction will address the needs of the students and community the school intends to serve by improving pupil achievement and providing educational choice.

Evaluation Criteria

A response that meets the standard will:

a) Identify the target population, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance.

b) Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement.

c) Describe the class size and teacher- student ratios and how these address the needs of the target population for improved pupil achievement.

Education Plan
A.3 Program of Instruction

(8 page maximum)

Applicant Instructions

Provide an overview of the Program of Instruction to include curricula, methods of instruction, and assessment that supports the educational philosophy and improves pupil achievement by the target population.

Evaluation Criteria

A response that meets the standard will:

a) Describe the curriculum for the core academic content areas which aligns to the Educational Philosophy and Arizona State Standards.

b) Demonstrate understanding of methods of instruction central to supporting the curriculum and Educational Philosophy, including formative assessment strategies.

c) Describe a summative assessment plan that allows determination of student mastery of Arizona State Standards, aligned to the Educational Philosophy and methods of instruction described in the narrative.

d) Ensure the Program of Instruction is consistent with the Performance Management Plan.

Education Plan
A.3.1 Mastery and Promotion

Applicant Instructions

Select the statement that is applicable and proceed as directed:

☐ This applicant will serve any grade 8 or lower. C*omplete this section.*

☐ This applicant will not serve any grade below 9. *Skip this section.*

Explain how the school will make grade level promotion decisions for students.

Evaluation Criteria

A response that meets the standard will:

a) Present clear criteria for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.

b) Describe the process the school will use to determine grade level promotion/retention.

c) Ensure consistency with Strategy III of the Performance Management Plan.

Education Plan
A.3.2 Course Offerings and Graduation Requirements

(6 page maximum)

Applicant Instructions

Select the statement that is applicable and proceed as directed:

☐ This applicant will serve any grade 9 or above. C*omplete this section.*

☐ This applicant will not serve any grade above 8. *Skip this section.*

Discuss the school's course offerings and graduation requirements.

Required Exhibit

- Menu of course offerings

Evaluation Criteria

A response that meets the standard will:

a) Identify graduation requirements for the school that will meet State requirements.

b) Describe the process and criteria for awarding course credit.

c) Ensure consistency with Strategy III of the Performance Management Plan.

d) Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements.

e) Ensure consistency with the Program of Instruction and alignment with the Business Plan as presented in the application package.

Education Plan
A.4 School Calendar and Weekly Schedule

Applicant Instructions

Present the proposed school calendar that shows the total number of days the school will be in session, early-release days, scheduled holidays and additional days off.

In addition, provide the proposed weekly schedule that shows hours/minutes of instruction per week for each grade level served. Include the length of day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject.

Evaluation Criteria

A response that meets the standard will:

a) Demonstrate compliance with minimum requirements of number of school days per year as described in A.R.S. §15-341.01.

b) Demonstrate compliance with hours/minutes of instruction for each grade level served as described in A.R.S. §15-901.

c) List daily instructional minutes dedicated to each core content area for each grade level.

d) Provide a rationale for the weekly schedule that supports the target population.

e) Identify professional development days consistent with the information provided in Strategy IV of the Performance Management Plans.

f) (If an Alternative Calendar was identified on the Target Population page) Demonstrate the various ways instructional minutes may be met.

Education Plan

A.5 Performance Management Plan

Applicant Instructions

New charter applicants must submit a Performance Management Plan (PMP) as a part of the Education Plan section of the application. The Performance Management Plan for new applicants is for the purpose of ensuring the school's curriculum, instruction, monitoring of student achievement and professional development are in place and appropriate for providing a quality education for each student it serves. It is also intended to focus the school on meeting the Board's level of adequate academic performance.

If the application package is approved by the Board and the applicant is awarded a charter, the application package, including the Performance Management Plan, become a part of the charter contract. Failure to implement the PMP may result in corrective action.

The applicant will prepare and submit 1) a school-wide performance management plan for reading and 2) a school-wide performance management plan for mathematics using the Performance Management Plan Template. Each completed template should be introduced with a narrative that serves as the foundation for understanding the Performance Management Plan and its development.

The following components constitute a PMP:

- **Narrative**: The narrative must contain the following:

    - A description of the basis for setting predicted baseline figures;

    - A plan, articulated for each strategy, for monitoring the implementation of the action.

- **Template**: Each Performance Management Plan will be prepared using the template provided by ASBCS and will include the following information provided by the applicant:

    - **Indicator** - the academic area to be addressed (Math or Reading),

    - **Predicted Baseline** - predicted academic performance level of target population at time of enrollment.

        Establishing Predicted Baseline Measurements: To determine the Predicted Baseline measure, gather data regarding academic performance of the target population in similar or comparison schools. The annual target for the plan is the Board's Level of Adequate Academic Performance, found on the template.

    - **Strategies** for meeting targets, including action steps (add and number additional action steps as necessary), timeline, responsible party, evidence of meeting action steps, and budget. The prescribed strategies for each indicator are:

        - **Strategy I** - Providing and implementing a curriculum that improves student achievement,

        - **Strategy II** - Developing and implementing a plan for monitoring the integration of the Arizona Academic Standards into instruction,

        - **Strategy III** - Developing and implementing a plan for monitoring and documenting student proficiency, and

        - **Strategy IV** - Developing and implementing a professional development plan that supports effective implementation of the curriculum.

Required Exhibits

- Submission of Performance Management Plans for reading and for mathematics developed using the Performance Management Plan Template, as well as an explanatory narrative for each. Submit the four documents as PMP Math Plan, PMP Math Narrative, PMP Reading Plan, and PMP Reading Narrative.

Evaluation Criteria

A narrative that meets the standard will:

a) Provide a description of the basis for setting baseline figures that aligns with A.2.

b) Present a process, articulated for each strategy, for gathering and analyzing data on the effectiveness of the action steps.

c) Provide a process for updating and implementing improvements to the action steps based upon the data analysis.

A plan that meets the standard will:

d) Present a viable plan for managing student academic performance in reading that includes a predicted baseline.

e) Present a viable plan for managing student academic performance in mathematics that includes a predicted baseline.

f) Identify action steps required to achieve each of the four prescribed strategies in each plan.

g) Identify the timeline, responsible party, evidence of meeting action steps, and budget for accomplishing each action step.

h) Provide a progression of action steps from start to finish for each strategy that are sequential, timely, and use data to contribute to the school's ability to meet the identified annual target.

i) Create action steps within each strategy that complement and support the other strategies to the extent appropriate.

j) Include concrete artifacts that provide evidence of the implementation of each action step.

k) Provide adequate resources (e.g. time, money, personnel, etc.) to implement the action steps that support the strategies.

l) Budget needs identified in the Performance Management Plan are accounted for in the Budgets and discussed in the Assumptions.

m) Ensure consistency with the applicant's Education Plan.

Education Plan
A.6 Curriculum Samples

(Note: each grade level comprises an independent section)

(8 page maximum for each sample)

Applicant Instructions

All public schools in Arizona are required to align their curriculum to the State's academic standards ("Standards"). The curriculum samples allow the applicant to demonstrate their ability to develop a curriculum that is aligned to these Standards to improve pupil academic achievement. (Note: The curriculum samples for each grade level and content area provided in the application package must align with the grade levels to be served as reported on the Title Page.)

The curriculum samples provided must be consistent with the educational philosophy, target population, and program of instruction identified in the Education Plan. All submitted curriculum samples must use the Curriculum Sample Template. An electronic copy of the form is available within the online application and can also be found on the Board's website under Applicant Resources.

The following components constitute a curriculum sample:

- **Expected Prior Knowledge** - The related knowledge/skills mastered earlier in the year that is foundational to the mastery of the required Standard in the current sample.

- **Alignment to Program of Instruction** - Briefly describe methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.

- **Standards** - See "Required Standards" on the next page for specific listing.

  - **2010 Arizona English Language Arts (ELA) Standards** - The applicant will use the Grades, Strands, and Standards identified in the instructions to complete the Curriculum Sample Template for each served grade (K-12) in English Language Arts (Reading and Writing).

  - **2010 Arizona Mathematics Standards** – The applicant will use the Grades, Domains, and Standards identified in the instructions to complete the Curriculum Sample Template for each grade served in K-8 Math.

    The applicant will use the Conceptual Categories, Domains, and Standards identified in the instructions to complete four curriculum sample templates representing a four year program of high school (grades 9-12) Math meeting State requirements if any high school grade is to be served.

  - **Science Standards Articulated by Grade Level** - The applicant will use the Grades, Strands, Concepts and Performance Objectives (PO) identified in the instructions to complete the Curriculum Sample Template for 4th and 8th grade Science and HS Biology for each of those grades served.

- **Instruction** - An account of what the teacher will do to facilitate the learning up to the time of the summative assessment. This must include a timeline, key points presented, and methods of instruction. The instruction must align with the required Standard and the Program of Instruction section of the application package.

- **Student Activities** - A listing of all activities that provide opportunities for students to apply the content/instruction from the lesson(s) up to the time of the summative assessment. This must include a timeline for the completion of each activity and a detailed description of the student

activities. The student activities must align with the instruction presented, the required Standard and the Program of Instruction section of the application package.

- **Summative Assessment** – A description of a cumulative and comprehensive activity or activities, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment(s) (e.g., math test, writing prompt) must be included with the curriculum sample.

- **Scoring for Summative Assessment** (Scoring Scale and Mastery Level) – An explanation of how each assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and a grading scale. A copy of the answer key or scoring rubric (whichever applicable) for each assessment must be included with the curriculum sample.

- **Materials/Resources Needed** – A listing of all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).

The online submission of the curriculum samples include: A separate curriculum sample upload for each grade level and content area or each course (high school) with a file name reflecting the content of the sample.

When completing the online curriculum sample upload and save process, applicants must restate the file name in the box titled "Brief Description". For example, the documents will be named following this format: An elementary sample would have a file name of "First Grade Reading"; a high school sample would have a file name of "HS Algebra II".

Curriculum Template Instructions

Provide a curriculum sample for the following:

If serving an **elementary population (K-8)** – A complete application package will include curriculum samples for English Language Arts (Reading and Writing) and Math for each grade level served, and for Science for grades 4 and 8 (if served).

If serving a high **school population (9-12)** – A complete application package will include a unique curriculum sample for English Language Arts (Reading and Writing) for each grade level served. The curriculum samples for Mathematics will include a sample from each of the four high school math courses that would meet state graduation requirements. The samples must represent content covering selected Conceptual Categories of the Mathematics Common Core State Standards. The curriculum sample for Science will include a sample for a high school biology course .

Required Standards:

These standards must be addressed in the curriculum sample for the specific grade level and content area identified below.

English Language Arts-Reading (K-12)

Grade:	K
Strand:	Reading Standards for Informational Text (RI)
Cluster:	Integration of Knowledge and Ideas
Standard:	#8 - With prompting and support, identify the reasons an author gives to support points in a text.
Grade:	1
Strand:	Reading Standards for Informational Text (RI)
Cluster:	Integration of Knowledge and Ideas
Standard:	#8 - Identify the reasons an author gives to support points in a text.
Grade:	2
Strand:	Reading Standards for Informational Text (RI)
Cluster:	Integration of Knowledge and Ideas
Standard:	#8 - Describe how reasons support specific points the author makes in a text.
Grade:	3
Strand:	Reading Standards for Informational Text (RI)
Cluster:	Integration of Knowledge and Ideas
Standard:	#8 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Grade:	4
Strand:	Reading Standards for Informational Text (RI)
Cluster:	Integration of Knowledge and Ideas
Standard:	#8 - Explain how an author uses reasons and evidence to support particular points in a text.
Grade:	5
Strand:	Reading Standards for Informational Text (RI)
Cluster:	Integration of Knowledge and Ideas
Standard:	#8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Grade:	6
Strand:	Reading Standards for Informational Text (RI)
Cluster:	Integration of Knowledge and Ideas
Standard:	#8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Grade:	7
Strand:	Reading Standards for Informational Text (RI)
Cluster:	Integration of Knowledge and Ideas
Standard:	#8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Grade:	8
Strand:	Reading Standards for Informational Text (RI)
Cluster:	Integration of Knowledge and Ideas
Standard:	#8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Grade:	9
Strand:	Reading Standards for Informational Text (RI)
Cluster:	Integration of Knowledge and Ideas
Standard:	#8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Grade:	10
Strand:	Reading Standards for Informational Text (RI)
Cluster:	Integration of Knowledge and Ideas
Standard:	#8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Grade:	11
Strand:	Reading Standards for Informational Text (RI)
Cluster:	Integration of Knowledge and Ideas
Standard:	#8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
Grade:	12
Strand:	Reading Standards for Informational Text (RI)
Cluster:	Integration of Knowledge and Ideas
Standard:	#8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

English Language Arts-Writing (K-12)

Grade:	K
Strand:	Writing Standards (W)
Cluster:	Text Types and Purposes
Standard:	#2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Grade:	1
Strand:	Writing Standards (W)
Cluster:	Text Types and Purposes
Standard:	#2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Grade:	2
Strand:	Writing Standards (W)
Cluster:	Text Types and Purposes
Standard:	#2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Grade:	3
Strand:	Writing Standards (W)
Cluster:	Text Types and Purposes
Standard:	#2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
Grade:	4
Strand:	Writing Standards (W)
Cluster:	Text Types and Purposes
Standard:	#2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Grade:	5
Strand:	Writing Standards (W)
Cluster:	Text Types and Purposes
Standard:	#2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

Grade:	6
Strand:	Writing Standards (W)
Cluster:	Text Types and Purposes
Standard:	#2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
Grade:	7
Strand:	Writing Standards (W)
Cluster:	Text Types and Purposes
Standard:	#2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade:	8
Strand:	Writing Standards (W)
Cluster:	Text Types and Purposes
Standard:	#2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Grade:	9
Strand:	Writing Standards (W)
Cluster:	Text Types and Purposes
Standard:	#2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grade:	10
Strand:	Writing Standards (W)
Cluster:	Text Types and Purposes
Standard:	#2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Grade:	11
Strand:	Writing Standards (W)
Cluster:	Text Types and Purposes
Standard:	#2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grade:	12
Strand:	Writing Standards (W)
Cluster:	Text Types and Purposes
Standard:	#2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Mathematics (K-8)

Grade:	K
Domain:	Numbers and Operations in Base Ten (NBT)
Cluster:	Work with numbers 11–19 to gain foundations for place value.
Standard:	#1 - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Grade:	1
Domain:	Numbers and Operations in Base Ten (NBT)
Cluster:	Use place value understanding and properties of operations to add and subtract.
Standard:	#6 - Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Grade:	2
Domain:	Numbers and Operations in Base Ten (NBT)
Cluster:	Use place value understanding and properties of operations to add and subtract.
Standard:	#5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Grade:	3
Domain:	Numbers and Operations in Base Ten (NBT)
Cluster:	Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard:	#3 - Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.
Grade:	4
Domain:	Numbers and Operations in Base Ten (NBT)
Cluster:	Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard:	#6 - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Grade:	5
Domain:	Numbers and Operations in Base Ten (NBT)
Cluster:	Perform operations with multi-digit whole numbers and with decimals to hundredths.
Standard:	#7 - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Grade:	6
Domain:	Expressions and Equations (EE)
Cluster:	Reason about and solve one-variable equations and inequalities.
Standard:	#7 - Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
Grade:	7
Domain:	Expressions and Equations (EE)
Cluster:	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
Standard:	#3 - Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
Grade:	8
Domain:	Expressions and Equations (EE)
Cluster:	Understand the connections between proportional relationships, lines, and linear equations.
Standard:	#6 - Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

Mathematics (9-12)

Provide a curriculum sample from each of the four high school math courses that would meet state graduation requirements using the following standards:	
Conceptual Category: Domain: Standard:	Algebra Reasoning with Equations and Inequalities (A-REI) #6 - Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations with two variables.
Conceptual Category: Domain: Standard:	Geometry Circles (G-C) #2 – Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between the central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
Conceptual Category: Domain: Standard:	Number and Quantity The Complex Number System (N-CN) #3 – Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.
Conceptual Category: Domain: Standard:	Functions Building Functions (F-BF) #5 – Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Science (Grades 4, 8, and HS Biology Only)

Grade: Strand: Concept: PO:	4 1 - Inquiry Process 3 – Analysis and Conclusions (Organize and analyze data; compare to predictions) #1 - Analyze data obtained in a scientific investigation to identify trends.
Grade: Strand: Concept: PO:	8 1 - Inquiry Process 3 – Analysis and Conclusions (Analyze and interpret data to explain correlations and results; formulate new questions) #3 - Interpret data that show a variety of possible relationships between two variables, including: • positive relationship, • negative relationship, • no relationship.
Grade: Strand: Concept: PO:	HS 4 – Life Science 4 – Biological Evolution (Understand the scientific principles and processes involved in biological evolution) #2 - Explain how genotypic and phenotypic variation can result in adaptations that influence an organism's success in an environment.

Required Exhibits

- Submission of Curriculum Samples – each content area described in the instructions required for each grade level stated in the application. All submitted curriculum samples must use the Curriculum Sample Template. Each curriculum sample must include a copy of the summative assessment, and a copy of the answer key or scoring rubric aligned to the required standard.

Evaluation Criteria

a) For **Alignment to Program of Instruction**, a response that meets the standard will:

- Ensure consistency of the Instruction, Activities, and Summative Assessment presented in the sample with the Program of Instruction described in A.3.

b) For **Standard Number and Description**, a response that meets the standard will:

- List the correct number and full description of the required Standard.

c) For **Instruction**, a response that meets the standard will:

- Present a summary of instruction, by lesson, that aligns with the required Standard.

d) For **Student Activities**, a response that meets the standard will:

- Present Student Activities, by lesson, that align with the required Standard.

- Ensure Student Activities are consistent with the Instruction presented, by lesson.

e) For **Summative Assessments**, a response that meets the standard will:

- Provide a Summative Assessment clearly separate from Instruction that allows an independent student the opportunity to demonstrate mastery of the required Standard.

- Provide a Summative Assessment that accurately measures student mastery of the required Standard.

- Provide a Summative Assessment logically following from the sequence of Instruction and Student Activities presented.

- Include a copy of the summative assessment.

f) For **Scoring Scale and Mastery Level**, a response that meets the standard will:

- List the criteria required to demonstrate mastery of the required Standard.

- Describe the components to be scored and how points will be awarded.

- Include an answer key or scoring rubric (whichever applicable).

- Include a grading/scoring scale.

g) For **Materials/Resources Needed**, a response that meets the standard will:

- Include a specific list of required materials/resources that the teacher will use to facilitate the instruction, student activities, and summative assessment (omitting common consumables).

- Account for materials/resources in C.5.

B. Organization Plan

The Organization Plan should provide an understanding of how the applicant and school will operate, beginning with its management and governance. It should present a clear picture of the applicant's operating priorities, delegation of responsibilities, and relationship with key stakeholders.

Sections:

B.1   Applicant Organization

B.2   Governing Body

B.3   Management & Operation

      B.3.1   Education Service Providers *

      B.3.2   Contracted Services

* Denotes section required only of certain applicants

Organization Plan
B.1 Applicant Organization

Applicant Instructions

Describe the organization that is applying for the charter, its history, current operations, and the decision to operate a charter school. Identify all Principals (officer, director, member, partner) and authorized representative(s), describing each individual's role within the organization.

Required Exhibits

- Legal documentation establishing entity

    ☐ For Corporation, Provide a copy of the Articles of Incorporation as they appear on file with the Arizona Corporation Commission along with any amendments to the Articles, and a copy of the most recent Annual Report, documentation of director or officer changes since submission of Annual Report and a copy of current Corporate Bylaws.

    ☐ For Partnership/LLC, Provide a copy of Articles of Organization as they appear on file with the Arizona Corporation Commission and a copy of current Partnership Agreement/Operating Agreement.

    ☐ For Sole Proprietorship, Provide a copy of application for Registration of Trade Name or Certificate of Registration.

    ☐ For Government or Tribal Entity, Provide documentation authorizing the entity to operate a charter. Also, provide documentation establishing the structure and method of governance and accountability for the operation of the charter school.

- If an out-of-state organization, application for Authority to Conduct Affairs in Arizona, issued by the Arizona Corporation Commission.

- Organizational Chart

Evaluation Criteria

A response that meets the standard will:

a) Discuss the applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission.

b) Provide an organizational chart and describe the reporting structure within the organization consistent with the narrative.

c) Identify any subsidiary relationship of the applicant organization to another organization.

d) Identify any current or prior charter operation by the applicant, including the authorizer, timeframe, and nature of involvement.

e) Discuss the role of each Principal in the organization. If individuals will play a role in the operation of the school, include qualifications related to charter school operation.

f) Identify any current or prior charter operation by any Principal, including the authorizer, timeframe, and nature of involvement.

g) Be consistent with the background information provided for each individual.

h) Ensure consistency with information listed on Title Page.

i) Ensure consistency with the contents of the application package.

j) Ensure consistency with legal documentation establishing entity.

Organization Plan
B.2 Governing Body

Applicant Instructions

Describe the responsibilities and proposed composition of the governing body as per ARS§15-183.E.8. Describe any role the governing body will have beyond the statutory minimum.

Evaluation Criteria

A response that meets the standard will:

a) Include a clear description of the responsibilities of the governing body as per ARS§15-183.E.8.

b) Provide a description of the composition of the governing body.

c) Describe the process for filling vacancies on the school governing body.

d) Be consistent with B.1.

e) Be consistent with all sections of the application package.

Organization Plan
B.3 Management & Operation

Applicant Instructions

Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators. Describe the critical skills and/or experience that will be necessary for fulfillment of these responsibilities.

Evaluation Criteria

A response that meets the standard will:

a) Provide a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.

b) Present an operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas:

   i.   Instruction,
   ii. Curriculum and Assessment (mandated State testing),
   iii. Staff Development,
   iv. Financial Management,
   v.   Contracted Services,
   vi. Personnel,
   vii. Grants Management, and
   viii. Student Accountability Information System (SAIS).

c) Identify critical skills or experience that will indicate sufficient qualification for fulfillment of those responsibilities.

d) Be consistent with all sections of the application package.

Organization Plan
B.3.1 Education Service Providers

All applicants are asked to declare whether they intend to contract with or have a governance relationship with an education service provider (ESP). The term "education service provider" refers to any number of organizations that contract with the entity to provide comprehensive services. The major types of ESPs that serve charter schools are education management organizations (EMOs), charter management organizations (CMOs), and comprehensive school design providers.

Applicant Instructions

Select the statement that is applicable and proceed as directed:

☐   We intend to contract with or have a governance relationship with an education service provider. *Continue with the completion of this section.*

☐   We do not intend to contract with or have a governance relationship with an education service provider. *Skip this section.*

If the applicant expects to contract for services with an education service provider, discuss the applicant's decision to work with the ESP, in general, and the selected ESP, in particular. Describe the planned relationship between the applicant and ESP.

Required Exhibits

•   Background information on the ESP including relevant performance data for other schools that the ESP has managed

•   A list of any other schools managed by the ESP, the state in which the schools are located, and contact information for the schools

•   The service agreement as executed between the applicant and the ESP (or template version if not yet executed)

Evaluation Criteria

A response that meets the standard will:

a)   Provide an explanation for the reasons for contracting with or having a governance relationship with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.

b)   Provide a clear description of the services to be provided by the ESP.

c)   Describe the applicant's performance expectations for the ESP and how the applicant will evaluate that performance.

d)   Describe the ESP's roles and responsibilities in relation to the applicant.

e)   Ensure ESP-related costs are described in the Budget Narrative and included in the Start-Up and Three-Year Operational Budget as appropriate.

Organization Plan
B.3.2 Contracted Services

Applicant Instructions

Identify the areas, if any, which may require the applicant to seek outside expertise (e.g., business management, legal, IT, special education, curriculum development/alignment, etc.). Include the consultants and contracted services needed and identify those consultants and/or contract service providers with qualifications that will provide the expertise, identifying their skill set and rates for services accounted for in the Three-Year Operational Budget.

Evaluation Criteria

A response that meets the standard will:

a) Delineate all areas, if any, which may require the applicant to seek outside expertise.

b) Discuss the professional qualifications expected of those to be retained to perform each listed contracted service.

c) Identify the costs associated with each listed contracted service.

d) Provide sources for costs of each listed contracted services.

e) Ensure costs are described in the Budget Narrative and included in the Start-Up and Three-Year Operational Budget as appropriate.

C. Business Plan

The Business Plan should provide an understanding of how the applicant intends to develop and manage the school's financial operations to ensure a secured facility, appropriate personnel, and necessary instructional and operational resources to open and operate a school.

Sections:

C.1   Facilities Acquisition

C.2   Advertising and Promotion

C.3   Personnel

C.4   Start-Up Budget

C.5   Three-Year Operational Budget

Business Plan
C.1 Facilities Acquisition

Applicant Instructions

Describe the facility necessary to implement the program described in the application package. Discuss all arrangements for securing a facility.

Describe the process for ensuring the facility is ready for a timely commencement of operations.

Describe costs associated with securing a facility and obtaining educational occupancy.

Required Exhibit

• Layout of Space

Evaluation Criteria

A response that meets the standard will:

a) Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space, and location that will accommodate the number of anticipated students as identified throughout the application package.

b) Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.

   Or

   Provide details of already acquired facility, purchased land or proposed build that will allow implementation of the program of instruction and support the student population and class size described in the application package.

c) Identify a timeframe for securing an appropriate facility consistent with the start-up of the school.

d) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.

e) Describe any financial arrangements that have been made for securing the facility.

f) Ensure the Layout of Space is consistent with the narrative.

g) Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets.

h) Be consistent with all sections of the application package.

Business Plan
C.2 Advertising and Promotion

Applicant Instructions

Describe the advertising/promotion plans to attract parents/students to the school that supports the number of students and state equalization assistance included in the Three-Year Operational Budget. Describe the proposed enrollment practices for the school, as per ARS§15-184.

Enrollment of students cannot begin until the charter contract is signed.

Evaluation Criteria

A response that meets the standard will:

a) Provide a clear description of an advertising/promotion plan that appears viable and adequate to support the number of students included in the Three-Year Operational Budget.

b) List costs associated with the plan described in the narrative.

c) Identify how advertising/promotion costs were determined.

d) Identify a timeframe for advertising/promotion consistent with the start-up of the school.

e) Describe the proposed fair and equitable enrollment procedures, including the timeframe, waitlist, lottery, and the like, and documents to be included in the enrollment packet.

f) Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets.

Business Plan
C.3 Personnel

Applicant Instructions

Identify the personnel necessary to implement the program of instruction and operate the charter school as described. Describe a compensation and benefits plan that supports personnel qualifications and experience required to support the program of instruction.

Evaluation Criteria

A response that meets the standard will:

a) Provide a staffing plan that appears viable and adequate for the effective implementation of the program of instruction and operation of the charter school as described, to include the grades and number of students to be served in each of the first three years of operation, and the number of each type of instructional and non-instructional personnel each year.

b) Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.

c) Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets.

Business Plan
C.4 Start-Up Budget

Applicant Instructions

Provide a viable and adequate budget to cover expenses that will occur in the start-up process, before state equalization revenue is received. Provide a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining for those costs.

Required Exhibits

- Start-Up Budget Form

- Start-Up Budget Assumptions

Required Exhibits (to be uploaded and saved into the Verifiable Proof of Secured Funds Field)

- Verifiable Proof of Secured Funds form for each source of revenue

- Documentation to support any agreement, donation, or loan that supports the budget.

Evaluation Criteria

A response that meets the standard will:

a) List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.

b) List expenditures to cover the start-up plans described in the application package.

c) Demonstrate through the assumptions that the amounts listed are viable and adequate.

d) Ensure revenues cover expenditures.

e) Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.

f) Be consistent with all sections of the application package.

Business Plan

C.5 Three Year Operational Budget

Applicant Instructions

Provide a viable and adequate budget to cover expenses projected to occur during the first three years of operation. Ensure that state equalization revenue is consistent with the number and demographics of the target population, as described in A.2 as detailed in the Revenue Worksheets. Provide a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining those costs.

Required Exhibits

- Three Year Operational Budget Form
- Revenue Worksheets
- Three Year Operational Budget Assumptions.

Evaluation Criteria

A response that meets the standard will:

a) List expenditures to cover the Education Plan, Organization Plan, and Business Plan described in the application package.

b) Ensure state equalization detailed in Revenue Worksheets is consistent with the Target Population and the student count by grade level.

c) Demonstrate through the assumptions that the amounts listed are viable and adequate.

d) Ensure revenues cover expenditures.

e) Be consistent with all sections of the application package.

Attachments

Applicant Agreement Information

An Authorized Representative of the applicant organization must electronically sign the following agreement prior to submitting the application package. Should the application package be signed by someone other than an Authorized Representative, the application package will be deemed Administratively Incomplete.

Cover Page – Section 1

I certify all information contained in this application package is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete application packages will not be considered.

The applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter.

The applicant acknowledges that the Principals have read all Arizona statutes regarding charter schools and that, if approved to operate a charter school, the applicant is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.

The applicant acknowledges that if approved to operate a charter school, the applicant must execute a charter contract with the Arizona State Board for Charter Schools within twelve months of the date of approval of the charter by the Arizona State Board for Charter Schools. A charter that is not timely signed expires.

The applicant acknowledges that if approved to operate a charter school, the applicant must begin providing educational services within twelve months of execution of the charter or within twenty-four months of approval of the charter, whichever date occurs later.

The applicant acknowledges that if approved to operate a charter school, the applicant must provide the minimum number of days of instruction as defined in A.R.S. §15-341.01 within the State's fiscal year that begins July 1st and ends June 30th. Failure to do so may result in revocation of the charter.

Signature of Authorized Representative
(electronic)

Performance Management Plan (PMP) Template

Applicant Name:_____

Indicator (check one): _____Math   _____Reading   **Duration of the Plan:** Begins July 1 and continues for two years

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population	Annual Target For The Plan
State standardized assessment data (school average)	Percent (%) of students who score proficient on the State standardized assessment		Meet or demonstrate sufficient progress toward the Level of Adequate Academic Performance (LAAP) as set and modified periodically by the Board
	Average student growth percentile (SGP) on the State standardized assessment.		

Applicant does not edit sections in grey

STRATEGY I: Provide and implement a curriculum that improves student achievement.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1.				
2.				
3.				
4.				

STRATEGY II: Develop and implement a plan for monitoring the integration of the Arizona Academic Standards into instruction.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1.				
2.				
3.				
4.				

STRATEGY III: Develop and implement a plan for monitoring and documenting student proficiency.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1.				
2.				
3.				
4.				

STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the curriculum.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1.				
2.				
3.				
4.				

Curriculum Sample Template
Max. 8 Pages

Grade Level		Content Area	
Course Title (grades 9-12 Only)			
Length of Unit		**Time of Year**	
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*			
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*			
Standard Number and Description *List the Number* and full description for the required Standard.*			
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*			
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*			
Materials/Resources Needed			

* ***Standard Number***: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).

Lesson (add as needed)	Instruction	Student Activities
1		
2		
3		
4		

Paste Summative Assessment Here:

Paste Answer Key/Scoring Rubric Here:

Verifiable Proof of Secured Funds Attachment

Applicant Name: _____

For each source of funding the applicant is listing on the Start-Up Budget, this form is to be completed and signed by the financial institution and account holder (or authorized signer for an organizational account). Availability of these funds will be confirmed at the time of the Administrative Completeness Check, and again before the application package is forwarded to the Board for consideration.

One signed original form is required to be uploaded for each individual/organizational account contributing to the start-up funds for the above named applicant. This form may be copied as necessary.

If these funds are in the form of a grant or loan from an organization, this form must be accompanied by an official letter, on letterhead and signed by an officer of the organization, specifying the amount and terms of the grant or loan.

If these funds are a personal loan or gift from an individual or individuals not listed in the application package as a charter principal or authorized representative, this form must be accompanied by a signed, notarized letter from the individual(s) specifying the amount and terms of the gift or loan.

An account statement is not an acceptable substitute for this form. An application package that does not have all sources of start-up funding accounted for with these forms will be deemed Administratively Incomplete.

Verify the availability of funds in the following account:

Financial Institution: _____ Branch: _____

Account Holder Type: ____Individual   ____ Joint   ____ Organization

Account Holder Name(s):_____

_____
If organizational account: name, position, and contact number of authorized signer:

Account Type: ____Checking   ____ Savings   ____Other (description):_____

Last four numbers of account #: _____   Min. Funds Available for Start-Up: $ _____

Financial Institution Contact Name (Account Manager):_____

Address: _____

Phone Number_____ Email: _____

_____   _____
Printed name of Account Holder or Authorized Signer   Account Holder/Authorized Signature   Date

_____   _____
Printed name of second Account Holder (joint account)   Account Holder Signature   Date

_____   _____
Printed name of Account Manager   Account Manager Signature   Date

This form may be duplicated as necessary.

Affidavit, Disclosure, and Consent for Background and Credit Check

Complete this form for each Authorized Representative and Principal listed in the application package. Duplicate as needed and print each form separately. Have each form signed and dated by the Authorized Representative or Principal and notarized.

Name of Applicant Organization: _____

Name: _____ **Social Security Number*:** _____

Street Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **Date of Birth:** _____ **Place of Birth:** _____

Please check the appropriate answer to each question below.

1. Have you ever been convicted of or pled "no contest" for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	**Yes** ❑ **No** ❑
2. Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of a minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving distribution of marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children as defined in A.R.S. § 13-604.01, (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized and dated.	**Yes** ❑ **No** ❑
3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized and dated sheet.	**Yes** ❑ **No** ❑

I do solemnly swear or affirm that the forgoing information provided by me for the above listed applicant is true and correct to the best of my knowledge. Furthermore, should any part of the information herein provided prove to be false, I recognize that it shall be just cause for denial or revocation of the charter for the above listed applicant(s) by the Arizona State Board for Charter Schools.

Applicant's Signature _____

Notary: Subscribed and sworn before me this _____ day of _____ Year _____

County of _____ State of _____

Notary Public Signature_____ My Commission Expires _____

*The voluntary disclosure of your social security number is requested by the Arizona State Board for Charter Schools pursuant to its legislative authorization under A.R.S. § 15-182.E in order to verify the information supplied in your charter application package and to determine your qualifications to operate a charter school. No statute or other authority requires that you disclose your social security number for that purpose. Failure to disclose your social security number may, however, result in a denial of your charter application or amendment.

Background Information Sheet Attachment

Provide the following information for each Authorized Representative and Principal listed in the application package. This form may be duplicated as many times as necessary.

Full Name (First, Middle, Last)			Other Names Used (Maiden names, AKA, etc.)
Social Security Number (xxx-xx-xxxx)*			Date of Birth (Month/Day/Year)
Residential Address			
City	State	Zip	Phone Number
Mailing Address (if different from above)			
City	State	Zip	Phone Number
Email Address			

List each CITY, STATE and ZIP CODE you have lived in within the past seven years, including your current address.

City	State	Zip Code	From Mo/Yr	To Mo/Yr

* The voluntary disclosure of your social security number is requested by the Arizona State Board for Charter Schools pursuant to its legislative authorization under A.R.S. § 15-182.E in order to verify the information supplied in your charter application package and to determine your qualifications to operate a charter school. No statute or other authority requires that you disclose your social security number for that purpose. Failure to disclosure your social security number may, however, result in a denial of your charter application or amendment.

Background Information Sheet Attachment, Page 2

Authorized Representative/Principal Name: _____

*If applicable, list the **highest-level** post-secondary institution attended and degree earned or coursework/certification completed. If no post-secondary education is indicated on your resume, write N/A in "Institution Name".*

Institution Name	Dates Attended	Degree Earned	Major

List the last FIVE YEARS of employment. List and describe any gaps in employment within the last five years.

Company Name		Position Held			
Address	City	State	Zip Code		Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)			Supervisor/Contact:	

Company Name		Position Held			
Address	City	State	Zip Code		Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)			Supervisor/Contact:	

Company Name		Position Held			
Address	City	State	Zip Code		Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)			Supervisor/Contact:	

Company Name		Position Held			
Address	City	State	Zip Code		Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)			Supervisor/Contact:	

Duplicate and add employment fields as necessary.

Waiver of Online Submission of Application for New Charter

*To use the Alternate Submission Process described in the application, complete, sign, and notarize this Waiver. The completed Waiver must be **received** by the ASBCS office no later than close of business, Friday, May 4, 2012. The Waiver must be delivered by hand delivery, FedEx or UPS to the ASBCS office at 1616 W. Adams St., Suite 170, Phoenix, AZ, 85007.*

Name of Applicant:

Name of Authorized Representative:

Mailing Address:

City: **State:**   **Zip:**

Phone: **Email Address:**

Initial each section below to indicate acceptance of the terms of the Waiver.

1. I understand that an original of this waiver, signed by an Authorized Representative of the applicant and notarized, must be received by the Arizona State Board for Charter Schools (ASBCS) office no later than close of business, Friday, May 4, 2012, for the application package to qualify for submission through the Alternative Submission Process.	*Initial to indicate acceptance.*
2. I understand that by submitting this waiver, the applicant waives the right to have any application package submitted by the applicant through the ASBCS Online system considered by the ASBCS during the current application cycle (2013-2014).	*Initial to indicate acceptance.*
3. I understand that by using the Alternative Submission Process, the deadline for the receipt of my application package by the office of the ASBCS is close of business, Friday, June 15, 2012.	*Initial to indicate acceptance.*
4. I understand that the Alternative Submission of my application package must: • Include all required narrative sections, exhibits, and attachments, with clearly labeled file names, • Include completed Alternative Submission forms, • Follow all formatting requirements specified in the instructions, • Include a copy of the Acknowledgement of Timely Receipt email from ASBCS staff, and • Be received on a clearly labeled flash drive by the ASBCS office no later than close of business, Friday, June 15, 2012.	*Initial to indicate acceptance.*
5. I understand that should the complete application package not be received by the ASBCS office by close of business on Friday, June 15, 2012, the applicant's application package will not be processed.	*Initial to indicate acceptance.*

I do solemnly swear or affirm that the forgoing information provided by me for the above listed applicant is true and correct.

Applicant Authorized Representative's Signature _____

Notary: Subscribed and sworn before me this _____ day of _____ Year _____

County of _____   State of _____

Notary Public Signature_____   My Commission Expires _____

Start-Up Budget Template

Applicant Name:_____

Provide Assumptions by Line	Inception to August 1			
START-UP REVENUE		**Total $**	Timeframe for Acquisition	
Secured Funds - Private Donations				
Secured Funds - Loans				
Secured Funds - Other				
Total Start-up Revenue		$		

Administration, Instruction, & Support (AIS) EXPENDITURES (add lines as necessary)	**# of FTE Staff**	**@ Salary**	Required Employer Contributions per FTE	**Total $**	Timeframe for Acquisition	Timeframe for Payment (if not in column E)
Salaries						
Director/Principal				$ -		
Teacher-Regular Education				$ -		
Teacher-Special Education				$ -		
Clerical				$ -		
Bookkeeper/Finance				$ -		
Custodial/Maintenance				$ -		
Other				$ -		
Employee Benefits				$		
Employee Insurance (if providing)				$		
Office Supplies (Paper, Postage, etc.)				$ -		
Instructional Consumables				$ -		
Membership Dues, Registrations, & Travel				$ -		
Contracted Services: AIS				$ -		
Contracted Services: Special Education				$ -		
Curriculum & Resource Materials				$ -		
Library Resources/Software				$ -		

		Total $	Timeframe for Acquisition	Timeframe for Payment (if not in column E)
SAIS Software		$ -		
Other		$		
Total Administration, Instruction, & Support		$ -		
Operations & Maintenance (O&M) EXPENDITURES (add lines as necessary)		**Total $**	Timeframe for Acquisition	Timeframe for Payment (if not in column E)
Supplies		$		
Marketing/Advertising		$		
Contracted Services: O&M		$		
Building Rent/Lease/Loan		$		
Building & Improvements		$		
Land & Improvements		$		
Fees/Permits		$		
Property/Casualty Insurance		$		
Liability Insurance		$		
Utilities (Electric, Gas, Water, Waste)		$		
Phone/Communications/Internet Connectivity		$		
Student Furniture & Equipment		$		
Office Furniture & Equipment		$		
Student Technology Equipment		$		
Office Technology Equipment		$		
Other Leases (Security, Copiers, etc.)		$		
Loan Repayment				
Other		$		
Total Operations & Maintenance		0		
Total Expenditures		$		
Total Start-up Revenues		$		
Budget Balance (= Revenues - Expenditures)		$		

Three Year Operational Budget Template

Applicant Name:_____

Provide Assumptions by Line		First Year				Second Year				Third Year		
STUDENT COUNT				#				#				#
Number of Students (Budget based on)				#				#				#
% of Full Enrollment Budget Based On				%				%				%
CARRYOVER *(Balance from Start-Up Budget in year 1 or previous year)*												
REVENUE				$ Amount				$ Amount				$ Amount
State Funding (Equalization Assistance)												
Secured Funds - Private Donations												
Secured Funds - Loans												
Secured Funds - Other												
Total Revenue												
Administration, Instruction, & Support (AIS) EXPENDITURES	# of Staff	@ Salary	Req. Cont.	Total	# of Staff	@ Salary	Req. Cont.	Total	# of Staff	@ Salary	Req. Cont.	Total
(add lines as necessary)												
Salaries												
Director/Principal				$ -				$ -				$ -
Teacher-Regular Education				$ -				$ -				$ -
Teacher-Special Education				$ -				$ -				$ -
Instructional Assistants-Regular Education				$ -				$ -				$ -
Instructional Assistants-Special Education				$ -				$ -				$ -
Clerical				$ -				$ -				$ -
Bookkeeper/Finance				$ -				$ -				$ -
Custodial/Maintenance				$ -				$ -				$ -
Other _____				$ -				$ -				$ -
Other _____				$ -				$ -				$ -
Employee Benefits				$ -				$ -				$ -
Employee Insurance (if applicable)				$ -				$ -				$ -
Office Supplies (Paper, Postage, etc.)				$ -				$ -				$ -
Instructional Consumables				$ -				$ -				$ -
Membership Dues, Registrations, & Travel				$ -				$ -				$ -
Contracted Services (AIS)				$ -				$ -				$ -

				Total				Total				Total
Contracted Services (Special Education)				$ -				$ -				$ -
Curriculum & Resource Materials				$ -				$ -				$ -
Library Resources/Software				$ -				$ -				$ -
SAIS Software				$ -				$ -				$ -
Auditor Fees				$ -				$ -				$ -
Other				$				$				$
Total Administration, Instruction, & Support				$ -				$ -				$ -
Operations & Maintenance (O&M) EXPENDITURES				**Total**				**Total**				**Total**
(add lines as necessary)												
Supplies				$ -				$ -				$ -
Marketing/Advertising				$ -				$ -				$ -
Contracted Services - O&M				$ -				$ -				$ -
Building Rent/Lease/Loan				$ -				$ -				$ -
Building & Improvements				$ -				$ -				$ -
Land & Improvements				$ -				$ -				$ -
Fees/Permits				$ -				$ -				$ -
Property/Casualty Insurance				$ -				$ -				$ -
Liability Insurance				$ -				$ -				$ -
Utilities (Electric, Gas, Water, Waste)				$ -				$ -				$ -
Phone/Communications/Internet Connectivity				$ -				$ -				$ -
Transportation				$ -				$ -				$ -
Food Service				$ -				$ -				$ -
Student Furniture & Other Equipment				$ -				$ -				$ -
Office Furniture & Other Equipment				$				$				$
Student Technology Equipment				$ -				$ -				$ -
Office Technology Equipment				$				$				$
Other Leases (Security, Copiers, etc.)				$ -				$ -				$ -
Loan Repayment				$				$				$
Other				$				$				$
Total Operations & Maintenance				$ -				$ -				$ -
Total Expenditures				$ -				$ -				$
Total Revenues				$				$ -				$
Budget Balance (Revenues-Expenditures)				$				$ -				$

Revenue Worksheet Template

Template image for review only. Download *Revenue Worksheets.xls* for active formulas.

APPLICANT NAME _____

NEW CHARTER APPLICATION
REVENUE WORK SHEETS FOR 2013-2014 CYCLE
TABLE OF CONTENTS

APPLICANT NAME   0 _____

WORK SHEET A
FY 2012 BASE SUPPORT LEVEL WEIGHTS [A.R.S. §§15-184(A) and 15-943(1)]

K-12 STUDENT COUNT (budget based on) (1)		K-8		9-12
Student Count Grades 1-12				
Student Count Kinder (1)				
Adjusted Student Count		= 0	=	0

SUPPORT LEVEL WEIGHTS TO BE USED FOR:		K-8		9-12
Adjusted Student Count 0.001-99.999 (1)				
Support Level Weight (2)		1.399		1.559
Adjusted Student Count 100.000-499.999 (1)				
Student Count Constant		500.000		500.000
Adjusted Student Count	-	0	-	0
Difference	=	0.000	=	0.000
Weight Adjustment Factor	x	0.0003	x	0.0004
Support Level Weight Increase	=	0	=	0
Support Level Weight Constant	+	1.278	+	1.398
Support Level Weight (2)	=	0	=	0
Adjusted Student Count 500.000-599.999 (1)				
Student Count Constant		600.000		600.000
Adjusted Student Count	-	0	-	0
Difference	=	0.000	=	0.000
Weight Adjustment Factor	x	0.0012	x	0.0013
Support Level Weight Increase	=	0	=	0
Support Level Weight Constant	+	1.158	+	1.268
Support Level Weight (2)	=	0	=	0
Adjusted Student Count 600.000 or More (1)				
Support Level Weight (2)		1.158		1.268

NOTES:

(1)   Expected number of kindergarten students will be divided by 2 to get student counts for kindergarten.

(2)   Column 1 to Work Sheet B, line I.A.1
       Column 2 to Work Sheet B, line I.A.2

WORK SHEET B
FY 2012 WEIGHTED STUDENT COUNT [A.R.S. § 15-943(2)]

	Student Count	x	Support Level Weight (from W.S. A)	=	Weighted Student Count

I. A. Weighted Student Count (1)

1. K-8	0.000	x	0.000	=	0.000
2. 9-12	0.000	x	0.000	=	0.000
3. Total Student Count	0.000				0.000

B. Student Count Add-Ons (2)

	Student Count	x	Support Level Weight	=	Weighted Student Count
1. Hearing Impairment		x	4.771	=	0.000
2. K-3		x	0.060	=	0.000
3. ELL (English Learners)		x	0.115	=	0.000
4. MD-R, A-R, and SID-R (3)		x	6.024	=	0.000
5. MD-SC, A-SC, and SID-SC (4)		x	5.833	=	0.000
6. Multiple Disabilities Severe Sensory Impairment		x	7.947	=	0.000
7. Orthopedic Impairment (Resource)		x	3.158	=	0.000
8. Orthopedic Impairment (Self-Contained)		x	6.773	=	0.000
9. DD, ED, MIID, SLD, SLI, and OHI (5)		x	0.003	=	0.000
10. Emotionally Disabled (Private)		x	4.822	=	0.000
11. Moderate Intellectual Disability		x	4.421	=	0.000
12. Visual Impairment		x	4.806	=	0.000
13. Total Add-On Count	0.000				0.000

II. Total Weighted Student Count   0.000

NOTES:

(1) See Note (1), on Work Sheet A.

(2) Based on the Target Population described in A.2, and the Program of Instruction described in A.3, applicants may use estimated student counts based on comparison schools to determine the Add-On weighted counts or counts may be left blank. Intellectual Disability was previously referred to as Mental Retardation. ADE will continue using the term Mental Retardation in data collection and reports in FY 2012 and will convert to using Intellectual Disability in FY 2013.

Add-On Category	ADE Report Name
K-3	Recalculated State Aid ADM Counts (ADMS 46-1)
ELL	English Learners (ELL) Students Served in Programs Under A.R.S. §15-754 (ELLs 10-1)
Children with Disabilities	Student Counts for Use in Budget Preparation (SPED 28)

(3) MD-R (Multiple Disabilities-Resource), A-R (Autism-Resource), and SID-R (Severe Intellectual Disability-Resource)

(4) MD-SC (Multiple Disabilities-Self-Contained), A-SC (Autism-Self-Contained), and SID-SC (Severe Intellectual Disability-Self-Contained)

(5) DD (Developmental Delay for children in kindergarten through age 10), ED (Emotional Disabilities), MIID (Mild Intellectual Disability), SLD (Specific Learning Disability), SLI (Speech/Language Impairment), and OHI (Other Health Impairments)

APPLICANT NAME   0 _____

WORK SHEET C
FY 2012 BASE SUPPORT LEVEL (BSL)
[A.R.S. § §15-943(3) and 15-901(B)(2)]

I.	Base Level Amount	$	3,267.72
II.	Increase for 200 Days of Instruction (1)	+ $	
III.	Adjusted Base Level Amount	= $	3,267.72
IV.	Total Weighted Student Count (from Work Sheet B, line V)	x	0.000
V.	BSL	= $	0

NOTES:

(1) A.R.S. §15-902.04 allows schools that provide 200 days of instruction to increase the base level amount by 5%. Enter $163.39 ($3,267.72 x 5%) on line II. To be eligible for this increase in funding, the school must be approved for 200 days of instructions by its sponsor and have submitted a 200 days of

APPLICANT NAME   0 _____

WORK SHEET D
FY 2012 ADDITIONAL ASSISTANCE [A.R.S. §15-185(B)(4)]

		K-8		9-12
I.	Total Student Count (1)	0.000		0.000
II.	Additional Assistance per Student Count	x $ 1,621.97	x $	1,890.38
III.	Additional Assistance	= $ 0	= $	0
IV.	Total Additional Assistance			
	[IV (K-8) + IV (9-12)] (to Work Sheet E, line II)	$ 0		

NOTE:

(1) Total student count from Work Sheet A for K-8 and 9-12.

WORK SHEET E
FY 2012 EQUALIZATION BASE AND ASSISTANCE [A.R.S. §15-185(B)(4)]

I.	BSL (from Work Sheet C, line V)	$ 0 (1)
II.	Additional Assistance (from Work Sheet D, line IV)	$ 0
III.	Total Equalization Base/Assistance	$ 0 (2)

NOTE:

(1) Amount may be negative as a result of the adjustment on Work Sheet C, line VI.

(2) If amount is less than zero, enter zero.

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